



Course Prefix/Number/Title:

SPED 101 – Introduction to Developmental Disabilities/Intellectual Disabilities

Number of Credits:

3 Semester Credits

Course Description:

This course examines the evolving perspectives on intellectual disability, etiology and characteristics of Intellectual and Developmental Disabilities, the legal and ethical considerations, individualized program planning across ages, and assistive technology needs.

Hybrid Course Information:

- **What is a Hybrid Course:**

Introduction to Developmental/Intellectual Disabilities is a hybrid course. A hybrid course replaces some in-class time with online learning activities completed outside of class. In-class meetings are used for collaboration and discussion.

- **Reduction of Face-to-Face Time:**

For this course, 1 classroom session are being replaced with these online activities: Articles to read, videos to watch, assignments to complete, and other activities.

- **Expectations for Work Online:**

Although we will meet in-person less frequently than in a regular course, this course requires the SAME amount of work. Taking a hybrid course demands a lot of discipline, self-direction, and time management skills. You may be expected to do work outside of class that may otherwise have been previously been conducted in-class.

- **Technical Requirements:**

You will need regular access to a computer with reliable Internet access to complete assignments and tasks. If you have your own computer or are considering purchasing hardware, please refer to DCB's [Recommended Computer Specifications](#).

Pre-/Co-requisites:

None

Course Objectives:

Upon completion of this course, students will be able to:

- Define intellectual and developmental disabilities.
- Identify common characteristics of syndromes and various disability categories.
- Explain the implications for education IDEA (Individuals with Disabilities Education Act), ADA, 504, ESSA (Every Student Succeeds Act)
- Describe the assessment process from pre-referral to IEP (Individual Education Plan)
- Define and identify various assistive technology devices from low tech to high tech
- Understand and provide an example of the parts of an Individualized Education Plan
- Develop a secondary transition plan for a student
- Identify possible adult services for a person with a developmental disability

- Define the role of advocacy
- Describe the duties/responsibilities of the team including general education, special education and related services, administrators, paraprofessionals, and job coach, if needed
- Describe best practices in providing support to adults with developmental disabilities.
- Define person centered planning and student led IEPs (Individual Education Plan).

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Lecture/Lab Schedule:

Hybrid – F2F Two days each week, Online one day each week

Textbook(s):

Readings will be provided to students, Textbook is recommended. Gargiulo, Richard M. and Bouck, Emily C. (2018) Instructional Strategies for Students with Mild, Moderate, and Severe Intellectual Disability. Los Angeles: SAGE

Course Requirements:

Grading is based on a standard college curve, where students earn a grade based upon the percent of total points possible. Drop quizzes may not be made up. There is a one-week grace period to make up any missed exams or assignments. Any missed exam/work not made up within the allotted time will be given a zero. It is the responsibility of the student to schedule make-up work during a date and time mutually convenient for the student and the instructor.

Final letter grades are assigned based on the following criteria:

- A - 89.5 - 100% of the total points
- B - 79.5 - <89.5% of the total points
- C - 69.5 - <79.5% of the total points
- D - 59.5 - 69.5% of the total points
- F - <59.5% of the total points

Tentative Course Outline: (subject to change)

Week	Discussion Topic and Activities	Assignments/Readings
Week 1 -	M – No class	Reading – Chapter 1: Understanding Intellectual

	<p>W - Review Syllabus, Overview of the class, Pretest, what do you want to learn? What are your plans?</p> <p>Society's views of intellectual disability, adaptive behavior, definitions of ID, ways to classify ID, prevalence</p>	<p>Disability, Willowbrook and I am a Person videos</p>
Week 2	<p>M/W – Ch 1 Causes, learning, behavioral, social characteristics</p>	<p>Reading – Chapter 2: Etiology of Intellectual Disability and Characteristics of Students with Intellectual Disability</p>
Week 3 -	<p>M – Ch 2 –</p> <p>W- ch 3 - Key legislation and policies, IEPs, issues, functional curriculum</p>	<p>IEP activity</p> <p>Reading – Chapter 3: Educational Issues Affecting Students with ID</p>
Week 4 –	<p>M – Ch 3</p> <p>W – Exam 1 (1-3)</p>	<p>Exam 1 – W</p> <p>Reading – Chapter 4: Assessing and Evaluating Students with Intellectual Disability</p>
Week 5 -	<p>M/W – ch 4 - Roles in assessment, data collection procedures, accommodations, and alternate assessment</p>	<p>Articles to read</p> <p>CBM assignment</p> <p>Reading for M – Chapter 5: Behavioral Interventions for Students with ID</p>
Week 6 –	<p>M/W – ch 5 - Functional behavioral needs, approaches for challenging behavior, intervention approaches</p>	<p>Visual schedule, social story, and 1st then board assignment</p> <p>Reading for next week – Chapter 6: Assistive Technology for Students with ID</p>

Week 7 -	M/W – ch 6 - Legal and Legislative aspects of AT, what is AT? AT for ID	AT assignment
Week 8 -	M – Exam #2 W – Ch 7 - Instructional practices, emerging academics, developmental levels of literacy	Exam 2 - Monday Reading for W- Chapter 7 - Teaching Academic Skills to Preschool Students with ID Assignment: Literacy Reading for next week – Chapter 8: Life Skills for Preschool Students with Intellectual Disability
Week 9 -	M/W – ch 8 - Preschool models, life skill domains, instructional objectives, least restrictive settings, evidence-based instructional strategies, life skills curriculum W – Exam #3	IFSP Exam #3 Reading for next week – Chapter 9: Teaching Academic Skills to Elementary-Age Students with Intellectual Disability
Week 10 -	M/W – ch 9 - Standards based IEPs, academic instructional practices, instructional prompting, evidence-based practices for teaching academics	Task analysis activity Reading for next week- Chapter 10 -Life Skills for Elementary Age Students with ID
Week 11 –	M – ch 10 Functional learning needs, life skills and curriculum, instructional practices, curricular content areas and life skills W - Exam #4	Exam #4 Reading for next week – Chapter 11 – Teaching Academic Skills to Secondary Students with ID

Week 12 –	M/W – ch 11 - Curricular accommodations and differentiated instruction, strategies for effectively including students in content area classes, supports for instruction, instructional approaches	Reading for next week – Chapter 12 – Life Skills for Secondary Students with Intellectual Disability
Week 13 -	M/W – ch 12 Functional learning needs, curricular focus, transition planning and services, instructional approaches, components of secondary life skills curriculum	Post secondary transition assessment assignment
Week 14 -	M – Panel on transition W – ch 13 - Transition, critical transition periods, federal requirement pertaining to transition services, self-determination, opportunities, Adult/Community Services, Job coach	Reading for W – Chapter 13 – Transition Planning for Secondary Students with ID
Week 15 –	M – Ch 13 W – Exam on chapters 11-13	EXAM #5
Week 16 -	M – Para supervision	Final paper due

(Tentative) Course assignments and assessments:

There will be weekly assignments, readings, and assessments.

<u>Week</u>	<u>Assignment</u>	<u>Points</u>

Week1	Student questionnaire	10 points
4	Exam 1	51 points (+5 extra)
5	CBM	20 points
6	Visual schedule, social story, 1 st then	30 points
7	AT assignment	20 points
8	Exam 2	64 points (+5 extra)
8	Literacy assignment	10 points
9	Exam 3	54 points
10	Task analysis assignment	10 points
11	Exam 4	45 points (+ 10 extra)
13	Post secondary transition assessment assignment	20 points
15	Exam 5	57 points (+5 extra)
16	Final paper	100 points
Total points		491(+25 extra)

There may be other assignments that will be assigned during this semester that are not included on the syllabus.

CTE Competency / Department Learning Outcome(s):

Goal: Employ industry-specific skills in preparation for workplace readiness.

Objective: Students will demonstrate effective oral and written communication skills. A common rubric is used to ensure reliability and validity of data collected.

Relationship to Campus Focus:

This course addresses the campus theme by educating students for careers as paraeducators, teachers, early childhood professionals and adult caregivers.

Classroom Policies:

- The cell phone policy will be discussed as a class. If cell phone and other electronics are disruptive to the class, the student may be asked to leave.
- Be respectful of other students, technicians, instructors, and guests.
- Ground rules will be established by the group.

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Disabilities or Special Needs:

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

Title IX:

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.